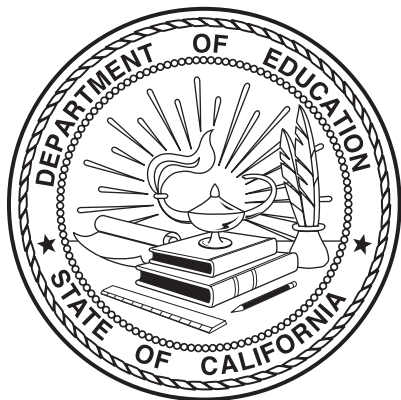

Standardized Testing and Reporting (STAR) Program



Explaining 2007 STAR Internet Reports to the Public

- Facts About Reporting
STAR Program Test Results
- Questions and Answers
About Internet Reporting
- Sample Internet Reports

August 2007

Prepared by the
California Department of Education

Available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>

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Introduction

Reports of the 2007 Standardized Testing and Reporting (STAR) Program results are scheduled to be posted and released to the public on the California Department of Education (CDE) Web site at <http://star.cde.ca.gov> on Wednesday, August 15, 2007. These Internet reports will include state, county, school district, and school results of the spring 2007 administration of tests within the STAR Program.

The following are the five components of the STAR Program:

- The **California Standards Tests (CSTs)** are standards-based tests that measure the achievement of state content standards in English-language arts, mathematics, science, and history-social science.
- The **California Alternate Performance Assessment (CAPA)** is an alternate assessment that measures the achievement of state content standards in English-language arts and mathematics. This test is for students who have significant cognitive disabilities and cannot take the CSTs even with accommodations or modifications.
- The **California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)** are a series of nationally norm-referenced tests that measure the achievement of general academic knowledge in core subjects and provide national comparisons (for grades three and seven only).
- The **Standards-based Tests in Spanish (STS)** are designed for Spanish-speaking English learners to measure the achievement of state content standards in reading-language arts and mathematics in Spanish (for grades two, three, and four in 2007).
- The **Apr enda, La prueba de logros en español, Tercera edición (Apr enda 3)** is a nationally norm-referenced achievement test series that measures the general academic knowledge in Spanish for Spanish-speaking English learners (for grades five through eleven in 2007).

More information about the STAR Program tests students took in 2007 begins on page 4.

The purpose of this packet is to provide information and materials for county offices of education, school districts, schools, and the media to use to: (1) access summary results on the Internet, (2) respond to questions from the public as they arise, and (3) assist the media in its coverage of this annual release. The packet features an outline of the STAR Program tests taken by students in spring 2007, fact sheets about those tests, an overview of the Internet reports, sample Internet reports, a glossary of related terms and acronyms, and Web site resources.

Additional material for assisting school district and school administrators responsible for informing the public and the media is available in *Explaining 2007 STAR Test Results to Parents and Guardians—Assistance for School Districts and Schools* posted in July 2007 on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. This packet includes questions and answers about the tests in the STAR Program, sample letters, sample student reports, and parent guides that accompany the reports. Questions and answers about the STAR Program tests also are available in *Understanding 2007 STAR Program Tests: Information for School District and School Staff* posted in March 2007 at the same Web site address.

2007 STAR Program

Key Reporting Dates

July 2007	<i>Explaining 2007 STAR Test Results to Parents and Guardians—Assistance for School Districts and Schools</i> posted on the CDE STAR Program Web site.
August 2007	<i>Explaining 2007 STAR Internet Reports to the Public</i> posted on the CDE STAR Program Web site.
August 8, 2007	2007 STAR Program secure results site opened to school districts for review.
August 14, 2007	2007 STAR Program results site opened for the media with embargo.
August 15, 2007	State Superintendent of Public Instruction news conference and teleconference held for the media. News release on 2007 STAR Program results distributed to the media, school districts, and county offices of education. Preliminary 2007 STAR Program results for schools, school districts, counties, and the state posted at http://star.cde.ca.gov . (This includes only schools and school districts that completed testing and submitted tests for scoring by July 1.)
September 17, 2007	Updated preliminary 2007 STAR Program results posted on the Internet, including schools and school districts that completed testing during July and August.
December 2007	Final 2007 STAR Program results posted on the Internet, including demographic data corrections that school districts made after the August and September 2007 Internet postings.

2007 STAR Program

Tests and Subjects by Grade

The check marks (√) in the chart below show the required tests at each grade.

Tests and Subjects	Grade									
	2	3	4	5	6	7	8	9	10	11
California Standards Tests (CSTs)										
English-Language Arts	√	√	√	√	√	√	√	√	√	√
Mathematics	√	√	√	√	√	√ [□]	√*	√*	√*	√*
History-Social Science							√	√*	√*	√*
Science				√			√	√*	√*◇	√*
California Alternate Performance Assessment (CAPA)										
English-Language Arts	√	√	√	√	√	√	√	√	√	√
Mathematics	√	√	√	√	√	√	√	√	√	√
California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)										
Reading/Language		√				√				
Spelling		√				√				
Mathematics		√				√				
Standards-based Tests in Spanish (STS)										
Reading-Language Arts	√	√	√							
Mathematics	√	√	√							
Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)										
Reading				√	√	√	√	√	√	√
Mathematics				√	√	√	√	√	√	√
Language				√	√	√	√	√	√	√
Spelling				√	√	√	√			

□ Students in grade seven who are completing Algebra I take the CST in Algebra I.

* Testing required for students completing a standards-based course for which there is an end-of-course CST.

◇ Students in grade ten take the Grade Ten California Life Science Standards Test. In addition, most grade ten students take an end-of-course CST in science.

Facts About the California Standards Tests (CSTs)

In 2007, the California Standards Tests (CSTs) were given to students in grades two through eleven as part of the Standardized Testing and Reporting (STAR) Program. The CSTs were developed specifically for California public schools. The purpose of the CSTs is to determine how well students are achieving state-adopted content standards in English-language arts, mathematics, history-social science, and science.

Student Participation

All students who participate in the STAR Program take the CSTs (and, for grades three and seven, the California Achievement Tests, Sixth Edition Survey [CAT/6 Survey]) except for those with significant cognitive disabilities. Students with significant cognitive disabilities take the California Alternate Performance Assessment (CAPA) if their individualized education program (IEP) indicates their participation in this test. The CAPA is an assessment that measures the achievement of state content standards in English-language arts and mathematics.

Most students with disabilities and English learners take the CSTs under standard conditions. Others may receive special assistance when taking the CSTs. This assistance takes the form of test variations, accommodations, or modifications. A complete list of the allowable test variations, accommodations, and modifications for students with disabilities and variations for English learners is outlined in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/sr/>.

Test Content

All of the CSTs are aligned to state content standards. The CSTs are given at specific grades and subjects or for specific courses. Students take two, three, four, or five CSTs depending on their grade or course enrollment. There are three kinds of CSTs. Some of the California Standards Tests (CSTs) are based on the content standards for a single grade and are taken only by students enrolled in that grade. Some CSTs are based on selected content standards for more than one grade for a single subject. Other CSTs are based on the content standards for specific courses that may be taken by students in several grades. A complete listing of the CSTs is on pages 7 and 8.

The CST blueprints (documents that show the specific standards tested on each CST) are available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>.

Released CST questions from previous administrations are posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. These released questions are to be used in conjunction with the *Guidelines on Academic Preparation for State Assessments*. These guidelines are posted on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sa/>.

Question Format

Questions for all of the CSTs, except for the writing tasks in grades four and seven, are in a multiple-choice format. Students are presented with a question and asked to select the correct answer from four possible choices. Students mark their answer choices in the test booklet for grades two and three and on an answer

document for grades four through eleven. All multiple-choice questions are machine scored. For the CST in English-language arts, students in grades four and seven respond to a writing task or prompt in addition to multiple-choice questions. The written responses are hand scored by trained readers.

Writing Tasks

The writing tasks in grades four and seven address the writing applications strand of the state content standards in English-language arts.

In grade four, students are required to produce one of three types of writing: narratives (stories), summaries, or responses to literature. In grade seven, students are required to produce one of four types of writing: fictional narratives, persuasive essays or letters, summaries, or responses to literature.

In spring 2007, students in grade four were required to write a narrative, and students in grade seven were required to write a fictional narrative as part of the CST in English-language arts. Each student response was scored using a four-point holistic rubric or scoring guide, with four being the highest score. That score was doubled and combined with results of the multiple-choice questions to produce the overall English-language arts score and performance level.

Additional information about the writing tasks is available in teacher guides for grades four and seven at <http://www.cde.ca.gov/ta/tg/sr/resources.asp> on the Internet. These guides include sample writing tasks with student work and teacher commentaries about the work as well as the rubrics used to score the student writing.

Reporting CST Results

Individual student and summary results on the CSTs are reported according to performance levels approved by the State Board of Education. These levels establish the cut points at which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular performance level. The five performance levels designated for reporting CST results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level.

CST results also are reported as scale scores that range between 150 and 600. For all CSTs, the minimum scale score required to achieve at the proficient level is 350. The current scale score ranges corresponding to each performance level for all subjects and grades on the CSTs can be found on pages 9 through 11.

In order to protect the confidentiality of students, results are not reported on the Internet for any group of ten or fewer students. Internet summary CST results are reported for schools, school districts, counties, and the state on the CDE Web site at <http://star.cde.ca.gov>. CST scores are used, with results of other state tests, to meet state and federal accountability requirements.

School districts send the test results for individual students to parents and guardians each year.

More Information

Additional information about the STAR Program, including the CSTs, is available at <http://www.cde.ca.gov/ta/tg/sr/> or by contacting the STAR Office at STAR@cde.ca.gov or (916) 445-8765.

2007 STAR Program

California Standards Tests

Some of the California Standards Tests (CSTs) are based on the content standards for a single grade and are taken only by students enrolled in that grade. Some CSTs are based on selected content standards for more than one grade for a single subject. Other CSTs are based on the content standards for specific courses that may be taken by students in several grades. The list below provides more information about the tests.

CSTs Based on Content Standards for One Specific Grade

The following CSTs are designed to address the content standards for a specific grade and subject:

- CSTs in English-language arts for grades two through eleven
- CSTs in mathematics for grades two through seven
- CST in history-social science for grade eleven
- CST in science for grade eight

CSTs Based on Selected Content Standards from Multiple Grades for a Single Subject

The following CSTs address selected content standards from multiple grades or courses for a single subject:

Mathematics CSTs:

- **General Mathematics**
This test covers selected content standards from grades six and seven. It is only for students in grades eight and nine who will not complete Algebra I, Integrated Mathematics 1, or a higher mathematics course during the school year. Students in grade eight who are not taking a mathematics course also take the General Mathematics CST.
- **Summative High School Mathematics**
This test covers selected content standards for Algebra I, Geometry, and Algebra II. It is for students in grades nine through eleven who completed Algebra II or Integrated Mathematics 3 the previous school year or are completing Algebra II or Integrated Mathematics 3 by the end of the current school year. This requirement applies to students in grades nine through eleven who are taking a higher mathematics course or no mathematics course.

History-Social Science CST:

■ Grade Eight

This test covers selected content standards from grades six, seven, and eight. It is required for students in grade eight.

Science CSTs:

■ Grade Five

This test covers selected content standards from grades four and five. It is required for students in grade five.

■ Grade Ten California Life Science Standards Test

This test covers selected content standards from middle school life sciences and high school biology. It is required for students in grade ten.

**CSTs Based on Content Standards for a Course
(end-of-course CSTs)**

The following CSTs are designed to address the content standards for courses available at the secondary level:

Mathematics CSTs for grades eight through eleven:

- Algebra I *
- Geometry
- Algebra II
- Integrated Mathematics 1
- Integrated Mathematics 2
- Integrated Mathematics 3

Science CSTs for grades nine through eleven:

- Earth Science
- Biology
- Chemistry
- Physics
- Integrated/Coordinated Science 1
- Integrated/Coordinated Science 2
- Integrated/Coordinated Science 3
- Integrated/Coordinated Science 4

History-Social Science CST for grades nine through eleven:

- World History

* Grade seven students are eligible to take the CST in Algebra I if they are completing an Algebra I course.

2007 STAR Program

Scale Score Ranges for CST Performance Levels (by subject and grade)

The 2007 results for each subject tested (English-language arts, mathematics, history-social science, and science) are reported according to scale scores and the corresponding performance levels as shown in the tables below. The five performance levels designated for reporting overall California Standards Test (CST) results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level. More information on scale scores and performance levels may be found in “Facts About the California Standards Tests (CSTs)” on pages 5 and 6.

English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–261	262–299	300–349	350–401	402–600
3	150–258	259–299	300–349	350–401	402–600
4	150–268	269–299	300–349	350–392	393–600
5	150–270	271–299	300–349	350–394	395–600
6	150–267	268–299	300–349	350–393	394–600
7	150–262	263–299	300–349	350–400	401–600
8	150–265	266–299	300–349	350–394	395–600
9	150–264	265–299	300–349	350–396	397–600
10	150–262	263–299	300–349	350–391	392–600
11	150–258	259–299	300–349	350–395	396–600

Mathematics

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–235	236–299	300–349	350–413	414–600
3	150–235	236–299	300–349	350–413	414–600
4	150–244	245–299	300–349	350–400	401–600
5	150–247	248–299	300–349	350–429	430–600
6	150–252	253–299	300–349	350–414	415–600
7	150–256	257–299	300–349	350–413	414–600
General Mathematics	150–256	257–299	300–349	350–413	414–600
Algebra I	150–252	253–299	300–349	350–427	428–600
Geometry	150–246	247–299	300–349	350–417	418–600
Algebra II	150–256	257–299	300–349	350–415	416–600
Summative High School Mathematics	150–234	235–299	300–349	350–419	420–600
Integrated Mathematics 1	150–248	249–299	300–349	350–424	425–600
Integrated Mathematics 2	150–257	258–299	300–349	350–417	418–600
Integrated Mathematics 3	150–251	252–299	300–349	350–427	428–600

History-Social Science

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
8	150–270	271–299	300–349	350–395	396–600
World History	150–274	275–299	300–349	350–399	400–600
11 United States History	150–269	270–299	300–349	350–400	401–600

Science

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
5	150–267	268–299	300–349	350–409	410–600
8	150–252	253–299	300–349	350–402	403–600
10 Life Science	150–268	269–299	300–349	350–398	399–600
Earth Science	150–276	277–299	300–349	350–392	393–600
Biology	150–275	276–299	300–349	350–393	394–600
Chemistry	150–275	276–299	300–349	350–393	394–600
Physics	150–275	276–299	300–349	350–392	393–600
Integrated/ Coordinated Science 1	150–276	277–299	300–349	350–389	390–600
Integrated/ Coordinated Science 2	150–277	278–299	300–349	350–390	391–600
Integrated/ Coordinated Science 3	150–275	276–299	300–349	350–390	391–600
Integrated/ Coordinated Science 4	150–275	276–299	300–349	350–396	397–600

Facts About the California Alternate Performance Assessment (CAPA)

The California Alternate Performance Assessment, or the CAPA, is a performance assessment for students with significant cognitive disabilities whose individualized education program (IEP) indicates their participation in the STAR Program by taking the CAPA.

Student Participation

Special education students with significant cognitive disabilities enrolled in grades two through eleven and special education students in ungraded programs took the CAPA in 2007.

CAPA Eligibility

Each student's IEP team determines if a student takes the CAPA and what level of the CAPA he or she takes. The CAPA has five levels. Most students eligible for the CAPA take the level corresponding to their grade placement.

The five CAPA levels are as follows:

- Level I — grades two through eleven for students with complex, profound disabilities
- Level II — grades two and three
- Level III — grades four and five
- Level IV — grades six through eight
- Level V — grades nine through eleven

Test Content

For the 2007 administration, students were assessed in English-language arts and mathematics. Students taking the CAPA in grades five, eight, and ten also participated in a field test of science performance tasks. The CAPA measures the achievement of California content standards for each subject tested.

Question Format

The CAPA is administered individually. The examiner asks the student to perform a task, then observes the performance and records the response according to a specific scoring guide. A certificated or licensed school staff member, who has been trained in CAPA testing procedures, administers the CAPA.

Reporting CAPA Results

The CAPA reports for the 2007 administration will show how well students performed according to selected California content standards in English-language arts and mathematics. The State Board of Education established five performance levels for reporting the CAPA results: advanced, proficient, basic, below basic, and far below basic.

CAPA results also are reported as scale scores that range between 15 and 60. Scale scores of 35 or higher on the CAPA scale are at or above the proficient level. The scale score ranges corresponding to each performance level for all subjects and levels on the CAPA can be found on page 14.

Internet Report Differences

The format of the CAPA Internet reports for the state is different from the format for the county, school district, and school reports. The state report includes the percentage of students by grade and subject that received scores within each of the five performance levels. The results are reported by grade for each of the five CAPA levels (e.g., grade two CAPA Level I, grade three CAPA Level I, grade two CAPA Level II, grade three CAPA Level II). The county, school district, and school reports include only the percentage of students that scored at or above the proficient level for each of the five CAPA levels.

The Internet summary CAPA results are reported for schools, school districts, counties, and the state on the CDE Web site at <http://star.cde.ca.gov>. The CAPA scores are used, with results of other state tests, to meet state and federal school and school district accountability requirements.

More Information

Additional information about the STAR Program, including the CAPA, is available at <http://www.cde.ca.gov/ta/tg/sr/> or by contacting the STAR Office at STAR@cde.ca.gov or (916) 445-8765.

2007 STAR Program

Scale Score Ranges for CAPA Performance Levels (by subject and level)

The results for English-language arts and mathematics on the California Alternate Performance Assessment (CAPA) are reported according to scale scores and the corresponding performance levels as shown in the tables below. The five performance levels designated for reporting the overall CAPA results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level. More information on the CAPA may be found in “Facts About the California Alternate Performance Assessment (CAPA)” on pages 12 and 13.

English-Language Arts

CAPA Level	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15–25	26–29	30–34	35–45	46–60
II	15–23	24–29	30–34	35–40	41–60
III	15–22	23–29	30–34	35–40	41–60
IV	15–24	25–29	30–34	35–40	41–60
V	15–24	25–29	30–34	35–41	42–60

Mathematics

CAPA Level	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15–20	21–29	30–34	35–42	43–60
II	15–25	26–29	30–34	35–40	41–60
III	15–24	25–29	30–34	35–42	43–60
IV	15–25	26–29	30–34	35–40	41–60
V	15–26	27–29	30–34	35–40	41–60

The grades that correspond with each CAPA level are as follows:

- Level I — grades two through eleven for students with complex, profound disabilities
- Level II — grades two and three
- Level III — grades four and five
- Level IV — grades six through eight
- Level V — grades nine through eleven

Facts About the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)

The California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), are a series of nationally norm-referenced tests that measure general academic knowledge. In California, this series is administered to students in grades three and seven only. A norm-referenced achievement test is a component of the Standardized Testing and Reporting (STAR) Program (*Education Code* Section 60642).

Student Participation

All students in grades three and seven who take the California Standards Tests (CSTs) also take the CAT/6 Survey for their respective grade.

Most students with disabilities and English learners take the CAT/6 Survey under standard conditions. Others may receive special assistance when taking the CAT/6 Survey. This assistance takes the form of test variations, accommodations, and modifications. A complete list of the allowable variations, accommodations, and modifications for students with disabilities and English learners is outlined in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/sr/>.

Test Content

By design, the CAT/6 Survey series reflects the content of curricula used across the nation. The subjects tested on the CAT/6 Survey for the STAR Program include reading, language, spelling, and mathematics. The reading/language test measures vocabulary, reading comprehension, and writing skills. The mathematics test includes problem solving, basic operations, and procedures.

Question Format

Questions on the CAT/6 Survey are in a multiple-choice format. Students are presented with a question and asked to select the correct answer from four or five possible choices. All multiple-choice questions are machine scored.

Reporting CAT/6 Survey Results

Individual student results for the CAT/6 Survey are reported to parents or guardians on the same STAR Student Report that includes the CST results.

The CAT/6 Survey make up a series of commercial, nationally norm-referenced tests that allow for national comparisons. To determine a score, each student's performance is compared to the performance of a nationally representative group of students from the same grade that previously took the CAT/6 Survey. This group of students is known as the "norm" group. As with other norm-referenced tests, the CAT/6 Survey scores include national percentile ranks (NPRs). For example, a 50th NPR means that the student scored as well as, or better than, 50 percent of the students in the norm group.

Internet summary CAT/6 Survey results are reported for schools, school districts, counties, and the state on the CDE Web site at <http://star.cde.ca.gov>. CAT/6 Survey results are used, along with results of other state tests, to meet state accountability requirements.

More Information

Additional information on the CAT/6 Survey is available at http://www.ctb.com/products/category_home.jsp (Outside Source) or by contacting the STAR Office at STAR@cde.ca.gov or (916) 445-8765.

Facts About the Standards-based Tests in Spanish (STS)

The Standards-based Tests in Spanish (STS) are achievement tests in Spanish, developed exclusively for California's Spanish-speaking English learners. The STS are designed to assess the academic knowledge of these students with respect to California content standards in reading-language arts and mathematics. The questions on the STS assess the California content standards with the same rigor as the California Standards Tests (CSTs) at each of the corresponding grades. The STS questions are written in Spanish and are not Spanish translations of the CST questions, which are written in English.

The State Board of Education adopted the STS as one of two designated primary language tests that currently are components of the STAR Program (*Education Code* Section 60640): the STS and the Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3). This is because the STS only have been developed for grades two, three, and four. Over the next two years, the STS will be developed for grades five through eleven and phased in to replace the Aprenda 3. More information about the Aprenda 3 is found in "Facts About the Aprenda, La prueba de logros en español, Tercera edición (Aprenda 3)" on pages 18 and 19.

Student Participation

In 2007, students in grades two, three, and four who met either one of the following criteria took the STS:

- Spanish-speaking English learners who were enrolled in a school in the United

States for less than 12 months on the day STS testing began.

- Spanish-speaking English learners who were receiving instruction in Spanish regardless of how long they had been in school in the United States.

School districts have the option of administering a designated primary language test to Spanish-speaking English learners who had been in a school in the United States for 12 months or more and who were not receiving instruction in Spanish.

All students who are eligible to take a designated primary language test also take the tests in the STAR Program that are administered in English. The STAR Program does not include designated primary language tests for English learners who speak primary languages other than Spanish.

Some students with disabilities take a designated primary language test under standard conditions. Others may receive special assistance. This assistance takes the form of test variations, accommodations, or modifications. A complete list of allowable test variations, accommodations, or modifications for students with disabilities is outlined in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/sr/>.

Test Content

State English-language arts content standards that can be assessed in Spanish are listed on the STS reading-language arts blueprints. These blueprints are documents that show the specific standards tested on each STS. The blueprints are available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/blueprints.asp>. Currently, sample test questions from the STS are not available.

Question Format

All questions on the STS are in a multiple-choice format. Students are presented with a question and asked to select the correct answer from four possible choices. Students mark their answer choices in the test booklet for grades two and three and on an answer document for grade four. All multiple-choice questions are machine scored. Unlike the CST in English-language arts, the STS does not include a writing prompt in grade four.

Reporting Individual Results

Individual student results for the STS are reported to parents or guardians on a STAR Student Report that is separate from the report that contains the CST results. The STAR Student Report for the STS provides results that describe how well students achieved identified state content standards for reading-language arts and mathematics. The STS report provides scores for each subject tested at each grade. For 2007, only the student's percent correct score is reported.

Reporting Summary Results

The summary STS reports for grades two, three, and four will be available on the Internet at <http://www.star.cde.ca.gov>. For 2007, the average percent correct score for each subject and grade tested will be reported. Scale scores and performance levels are not available for the STS in 2007. Scale scores and performance levels for the STS will be available in 2008 for grades two, three, and four.

The STS results are not used to meet any state or federal accountability requirements.

More Information

Additional information about the STAR Program, including the STS, is available at <http://www.cde.ca.gov/ta/tg/sr/> or by contacting the STAR Office at STAR@cde.ca.gov or (916) 445-8765.

Facts About the Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)

The Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3), is a nationally norm-referenced test series that measures general academic knowledge in Spanish. The State Board of Education adopted the Aprenda 3 series as a designated primary language test which is a component of the STAR Program (*Education Code* Section 60640).

Student Participation

In 2007, students in grades five through eleven who met either one of the following criteria took the Aprenda 3:

- Spanish-speaking English learners who were enrolled in a school in the United States for less than 12 months on the day Aprenda 3 testing began.
- Spanish-speaking English learners who were receiving instruction in Spanish regardless of how long they had been in school in the United States.

School districts have the option of administering a designated primary language test to Spanish-speaking English learners who had been in a school in the United States for 12 months or more and who were not receiving instruction in Spanish. All students who are eligible to take a designated primary language test also take the tests in the STAR Program that are administered in English.

Some students with disabilities take a primary language test under standard conditions. Others may receive special assistance. This assistance takes the form of test variations, accommodations,

or modifications. A complete list of the allowable test variations, accommodations, or modifications for students with disabilities is outlined in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/sr/>.

Test Content

The Aprenda 3 series is based on a wide range of state, national, and international standards. It is designed to test Spanish-speaking student achievement in reading, language, spelling (grades five through eight only), and mathematics. The reading part of the test series measures vocabulary and reading comprehension, and the language part focuses on effective writing skills. The mathematics part includes problem solving and procedures.

Question Format

Questions on the Aprenda 3 are in a multiple-choice format. Students are presented with a question and asked to select the correct answer from four or five possible choices. Students mark their answer choices on an answer document that is machine scored.

Reporting Aprenda 3 Results

Individual student results for the Aprenda 3 must be reported to parents or guardians within 20 working days after the school district receives them. Aprenda 3 student reports began arriving in school districts at the end of July.

The Aprenda 3 series is designed to provide norm-referenced interpretations. This means that to determine a score, each student's performance is compared to the performance of a sample of Spanish-speaking students from the same grade that took the Aprenda 3 the first time the series was administered. Because of the special nature of the comparison group, the percentile ranks reported for the Aprenda 3 are called reference group percentile ranks (RPR).

Internet summary Aprenda 3 results are reported for schools, school districts, counties, and the state on the CDE Web site at <http://star.cde.ca.gov>.

Aprenda 3 results are not used to meet any state or federal accountability requirements.

More Information

Additional information on the Aprenda 3 is available at <http://harcourtassessment.com/HAIWEB/Cultures/en-us/Productdetail.htm?Pid=Aprenda3&Mode=summary&Leaf=overview> (Outside Source) or by contacting the STAR Office at STAR@cde.ca.gov or (916) 445-8765.

Overview of Internet Reports

The 2007 STAR Program Internet summary reports will be accessible through the California Department of Education (CDE) Web site at <http://star.cde.ca.gov>. This site allows users to access results for the five components of the STAR Program:

- California Standards Tests (CSTs)
- California Alternate Performance Assessment (CAPA)
- California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)
- Standards-based Tests in Spanish (STS)
- Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)

The results Web site also provides a link to the previous years' STAR Program results (going back to 1998) and other related resources.

In order to view the 2007 STAR Program Internet summary reports, the minimum Web browser requirements are Microsoft Internet Explorer version 5.5 or above, Netscape Navigator version 6.x or above, or another Web browser compatible with these standards.

When the 2007 STAR Program Internet summary results are released, research files that contain the same information provided on the Internet reports will be available in a variety of formats. Statewide research files are available in comma-delimited, fixed-length, and extensible markup language (XML) formats. County and districtwide files are only available in comma-delimited formats. (Aprenda 3 research files are available only in comma-delimited format.) These formats are provided to allow for more complex analyses and customized reporting of the summary data. These files will be available on the CDE Web site at <http://star.cde.ca.gov/star2007/>. Instructions for downloading the research files, a description of the software requirements, and file layouts also are available on this CDE Web site.

Levels and Groups Reported

The Internet summary reports can be viewed for each of the STAR Program tests at the state, county, school district, or school level. In addition, the Internet summary reports can be accessed for "All Students" and the following groups, incorporating over 40 demographic subgroups:

- (Students with) Disabilities
- Economic Status
- English-Language Fluency
- Ethnicity
- Gender
- Special Program Participation (e.g., Title I, Gifted and Talented, English Learner in ELD) (not for Apenda 3)
- Parent Education (not for Apenda 3)

Grades and Subjects/Courses Reported

The Internet reports display summary results organized by grade and subject and/or course. Specifically the Internet reports will:

- Include CST grade-level results for:
 - English-language arts (grades two through eleven)
 - Mathematics (grades two through seven)
 - History-social science (grade eight)
 - Science (grades five, eight, and ten)
- For grades eight through eleven, include CST results in mathematics for:
 - General Mathematics (grades eight and nine)
 - Algebra I (grades seven through eleven)
 - Geometry
 - Algebra II
 - Summative High School Mathematics (grades nine through eleven)
 - Integrated Mathematics 1, 2, and 3
- For grades nine, ten and eleven, include CST results in history-social science for:
 - World History
 - U.S. History (grade eleven)
- For grades nine through eleven, include CST end-of-course science results for:
 - Biology
 - Earth Science
 - Chemistry
 - Physics
 - Integrated/Coordinated Science 1, 2, 3, and 4

- Include CAT/6 Survey results in grades three and seven for:
 - Reading
 - Language
 - Spelling
 - Mathematics
- Include CAPA results for:
 - English-language arts
 - Mathematics
- Include STS results (grades two through four) for:
 - Reading-language arts
 - Mathematics
- Include Aprenda 3 results (grades five through eleven) for:
 - Reading
 - Language
 - Spelling (grades five through eight only)
 - Mathematics

Types of Scores Reported

The STAR Program Internet reports will display results for each test by the following types of scores:

- **CSTs**
 - Enrollment for each grade
 - Number of students tested for each test and grade
 - Students with scores
 - Percentage of enrolled students who were tested
 - Mean scale score
 - Percentage of students scoring at each performance level
- **CAPA**
 - Number of students tested for each test level and grade (state report only)
 - Number of students tested for each test level (county, school district, and school reports)
 - Students with scores
 - Mean scale score
 - Percentage of students scoring at each performance level (state report only)
 - Percentage of students scoring at or above the proficient level (county, school district, and school reports)

■ CAT/6 Survey

- Enrollment for each grade
- Number of students tested
- National percentile rank (NPR) for an “average” student
- Percentage of students scoring in the top quarter (above 75th NPR)
- Percentage of students scoring in the top half (at or above 50th NPR)
- Percentage of students scoring in top three-quarters (above 25th NPR)
- Mean scale score

■ STS

- Enrollment for each grade
- Number of students tested for each test and grade
- Students with scores
- Average percent correct

■ Aprenda 3

- Number of students tested
- Reference percentile rank for an “average” student
- Percentage of students scoring in the top quarter (above 75th RP*)
- Percentage of students scoring in the top half (above 50th RP*)
- Percentage of students scoring in top three-quarters (above 25th RP*)
- Mean scaled score

CST Summary Report

The CST summary report is provided for the first time for 2007 testing. This report provides information about the students who scored at the proficient or advanced level in all grades tested for each subject. The following test subjects are displayed on this report:

- English-language arts (grades two through eleven)
- History-social science (grades eight through eleven)
- Mathematics (grades two through eleven)
- Science CST (grades five, eight, and ten that are used to meet federal accountability requirements)
- Science end-of-course (grades nine through eleven)

* RP stands for Reference Percentile (Rank).

Individual Student Results

Individual student results are not reported on the Internet. Further, in order to protect the confidentiality of students, results are not reported on the Internet for any group of ten or fewer students.

Overview of Internet Reports

Questions and Answers About Internet Reporting

How can the media and the public get the 2007 STAR Program results?

The primary sources for the 2007 STAR Program summary results are the Internet reports and the research files, which can be accessed as noted in the box below.

Will individual student results be posted on the Internet?

No. Results for individual students are confidential and only are available to the students' parents and guardians.

How will the results for the grades four and seven California Writing Standards Tests be reported?

Students in grades four and seven respond to a writing prompt for the California Writing Standards Tests (CSTs in writing). Scores from these tests are combined with results from multiple-choice questions to provide the overall English-language arts score and performance level. There is no separate Internet reporting for the CSTs in writing.

Can Internet summary results be compared from year to year?

California Standards Test (CST) results can be compared within the same grade and subject. For example, 2007 grade six mathematics results can be compared to 2006 grade six mathematics results. This comparison can be made across years within a school, between schools, or between a school and its school district, county, or the state.

When making comparisons, one can compare the average scale score, the percentage of students scoring at each performance level, or the percentage of students scoring at the proficient or advanced performance level. Comparisons should not be made between grades or subjects. For example, grade six mathematics should not be compared to grade five mathematics or to grade six English-language arts.

More information about comparing results on the 2007 CSTs and California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) is available at http://star.cde.ca.gov/star2007help_comparescores.asp.

Can the media and the public see the tests that were administered?

No. The tests can be seen only by the students who participate in the STAR Program and by legislators and school board members under special circumstances. These security precautions ensure that the tests are fair for all students and that test questions can be used for more than one year.

The California Department of Education (CDE) has released CST questions from previous administrations. These released questions may be viewed on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

How final are the Internet results posted on August 15?

The results posted on the Internet on August 15 are preliminary until school districts complete their review of the data. Revisions of these results are expected to be made during the fall with the final 2007 results posted in December. Additionally, some school districts do not complete testing in time to have results reported on August 15, and preliminary results for these school districts will not be posted until September.

Note:

- The 2007 STAR Program Internet summary reports will be posted at <http://star.cde.ca.gov>.
- The research files will be posted at <http://star.cde.ca.gov>.
- Summary reports for the STAR Program and other state testing programs are available at <http://dq.cde.ca.gov/dataquest/DQP.htm>.

Overview of Internet Reports

Accessing the Internet Reports

This section provides directions to access STAR Program test results on the CDE Web site. Reports for the state, counties, school districts, and schools and for any tests in the STAR Program can be accessed using the information that follows.

Accessing Results of the CSTs, CAPA, CAT/6 Survey, STS, and Aprenda 3 and the CST Summary Report:

To access results of the 2007 CSTs, CAPA, CAT/6 Survey, STS, and Aprenda 3 and the CST Summary Report:

1. Go to <http://star.cde.ca.gov>.
2. Click on “STAR 2007 Test Results (Schools, District, County and Statewide Summary Results).”
3. To access results of the CSTs, CAPA, CAT/6 Survey, and STS and the CST Summary Report, click on “Test Results” on the left-hand navigation bar.
4. To access results of the Aprenda 3:
 - Click on the Aprenda 3 link in the list of tests.
 - Click on Aprenda 3 Home Page on the left-hand navigation bar
 - Click on “Test Results” on the left-hand navigation bar.

The following panel will appear in the screen:

On this panel, use the pull-down menus to select the results you want to view.

5. Select the test (CST, CAPA, CAT/6 Survey, or STS) or the CST Summary Report. Note: Aprenda 3 has no test drop-down box.
6. Select the level of results (State, County, District, or School). The state-level results are provided if no level is specified. If another level is desired, select the County first, followed by the District, and then the School.
7. Select the Group and Subgroup.

Once you have made your selections, click on “View Report” to see the report. More detailed information about how to use the pull-down menus to find test results is available at http://star.cde.ca.gov/star2006/help_navigating.asp. (After August 15, the Web site is http://star.cde.ca.gov/star2007/help_navigating.asp.) Any of the STAR Program Internet summary reports for 2007 may be printed by clicking on “Print Report” that appears on the upper and lower right-hand side of the report. More detailed instructions about printing reports are available at http://star.cde.ca.gov/star2006/help_viewscores.asp. (After August 15, the Web site is http://star.cde.ca.gov/star2007/help_viewscores.asp.)

Sample Internet Reports

Sample Internet reports for each test in the STAR Program are provided on pages 28 through 37.

Sample Internet Reports

California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing: x,xxx,xxx
 Total Number Tested: x,xxx,xxx
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: xxxxxxxxxxxxxxxxxxxx
 District Name: xxxxxxxxxxxxxxxxxxxx
 School Name: xxxxxxxxxxxxxxxxxxxx
 CDS Code: xx-xxxxx-xxxxxxx

California Standards Test Scores - 2007

Grades

	2	3	4	5	6	7	8	9	10	11	EOC
Reported Enrollment	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	
CST English-Language Arts											
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	
Students with Scores	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	
CST Mathematics											
Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx					
% of Enrollment	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	xx.x %					
Students with Scores	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx					
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x					
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %					
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %					
% Basic	xx %	xx %	xx %	xx %	xx %	xx %					
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %					
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %					
CST General Mathematics (Grades 6 & 7 Standards)											
Students Tested							xxxxxx	xxxxxx			xxxxxx
% of Enrollment							xx.x %	xx.x %			
Students with Scores							xxxxxx	xxxxxx			xxxxxx
Mean Scale Score							xxx.x	xxx.x			xxx.x
% Advanced							xx %	xx %			xx %
% Proficient							xx %	xx %			xx %
% Basic							xx %	xx %			xx %
% Below Basic							xx %	xx %			xx %
% Far Below Basic							xx %	xx %			xx %
CST Algebra I											
Students Tested						xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment						xx.x %	xx.x %	xx.x %	xx.x %	xx.x %	
Students with Scores						xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx	xxxxxx
Mean Scale Score						xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced						xx %	xx %	xx %	xx %	xx %	xx %
% Proficient						xx %	xx %	xx %	xx %	xx %	xx %
% Basic						xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic						xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic						xx %	xx %	xx %	xx %	xx %	xx %

CST Integrated Math 1

Students Tested	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
% of Enrollment		XX.X %	XX.X %	XX.X %	
Students with Scores	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
Mean Scale Score	XXX.X	XXX.X	XXX.X	XXX.X	XXX.X
% Advanced	XX %	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %	XX %

CST Geometry

Students Tested	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
% of Enrollment	XX.X6 %	XX.X %	XX.X %	XX.X %	
Students with Scores	XXXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Mean Scale Score	XXX.X	XXX.X	XXX.X	XXX.X	XXX.X
% Advanced	XX %	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %	XX %

CST Integrated Math 2

Students Tested	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
% of Enrollment	XX.X %	XX.X %	XX.X %	XX.X %	
Students with Scores	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
Mean Scale Score	XXX.X	XXX.X	XXX.X	XXX.X	XXX.X
% Advanced	XX %	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %	XX %

CST Algebra II

Students Tested	XXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
% of Enrollment	XX.X %	XX.X %	XX.X %	XX.X %	
Students with Scores	XXXXX	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Mean Scale Score	XXX.X	XXX.X	XXX.X	XXX.X	XXX.X
% Advanced	XX %	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %	XX %

CST Integrated Math 3

Students Tested		XXXXX	XXXXX	XXXXX	XXXXX
% of Enrollment		XX.X %	XX.X %	XX.X %	
Students with Scores		XXXXX	XXXXX	XXXXX	XXXXX
Mean Scale Score		XXX.X	XXX.X	XXX.X	XXX.X
% Advanced		XX %	XX %	XX %	XX %
% Proficient		XX %	XX %	XX %	XX %
% Basic		XX %	XX %	XX %	XX %
% Below Basic		XX %	XX %	XX %	XX %
% Far Below Basic		XX %	XX %	XX %	XX %

CST Summative High School Mathematics (Grade 9-11)

Students Tested		XXXXX	XXXXX	XXXXXX	XXXXXX
% of Enrollment		XX.X %	XX.X %	XX.X %	
Students with Scores		XXXXX	XXXXX	XXXXXX	XXXXXX
Mean Scale Score		XXX.X	XXX.X	XXX.X	XXX.X
% Advanced		XX %	XX %	XX %	XX %
% Proficient		XX %	XX %	XX %	XX %
% Basic		XX %	XX %	XX %	XX %
% Below Basic		XX %	XX %	XX %	XX %
% Far Below Basic		XX %	XX %	XX %	XX %

CST History - Social Science Grade 8 Cumulative

Students Tested	xxxxxx
% of Enrollment	xx.x %
Students with Scores	xxxxxx
Mean Scale Score	xxx.x
% Advanced	xx %
% Proficient	xx %
% Basic	xx %
% Below Basic	xx %
% Far Below Basic	xx %

CST World History

Students Tested	xxxxx	xxxxxx	xxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Students with Scores	xxxxxx	xxxxxx	xxxxxx	xxxxxx
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %

CST U.S. History

Students Tested	xxxxxx
% of Enrollment	xx.x %
Students with Scores	xxxxxx
Mean Scale Score	xxx.x
% Advanced	xx %
% Proficient	xx %
% Basic	xx %
% Below Basic	xx %
% Far Below Basic	xx %

CST Science - Grade 5, Grade 8, and Grade 10 Life Science

Students Tested	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %
Students with Scores	xxxxxx	xxxxxx	xxxxxx
Mean Scale Score	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %
% Basic	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %

CST Biology/Life Sciences

Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Students with Scores	xxxxxx	xxxxxx	xxxxxx	xxxxxx
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %

CST Chemistry

Students Tested	xxxxxx	xxxxxx	xxxxxx	xxxxxx
% of Enrollment	xx.x %	xx.x %	xx.x %	
Students with Scores	xxxxxx	xxxxxx	xxxxxx	xxxxxx
Mean Scale Score	xxx.x	xxx.x	xxx.x	xxx.x
% Advanced	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %

CST Earth Science				
Students Tested	XXXXXX	XXXXXX	XXXXXX	XXXXXX
% of Enrollment	XX.X %	XX.X %	XX.X %	
Students with Scores	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Mean Scale Score	XXX.X	XXX.X	XXX.X	XXX.X
% Advanced	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %
CST Physics				
Students Tested	XXXXXX	XXXXXX	XXXXXX	XXXXXX
% of Enrollment	XX.X %	XX.X %	XX.X %	
Students with Scores	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Mean Scale Score	XXX.X	XXX.X	XXX.X	XXX.X
% Advanced	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %
CST Integrated/Coordinated Science 1				
Students Tested	XXXXXX	XXXXXX	XXXXXX	XXXXXX
% of Enrollment	XX.X %	XX.X %	XX.X %	
Students with Scores	XXXXXX	XXXXXX	XXXXXX	XXXXXX
Mean Scale Score	XXX.X	XXX.X	XXX.X	XXX.X
% Advanced	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %
CST Integrated/Coordinated Science 2				
Students Tested	XXXXX	XXXXX	XXXXX	XXXXX
% of Enrollment	XX.X %	XX.X %	XX.X %	
Students with Scores	XXXXX	XXXXX	XXXXX	XXXXX
Mean Scale Score	XXX.X	XXX.X	XXX.X	XXX.X
% Advanced	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %
CST Integrated/Coordinated Science 3				
Students Tested	XXXXX	XXXXX	XXXXX	XXXXX
% of Enrollment	XX.X %	XX.X %	XX.X %	
Students with Scores	XXXXX	XXXXX	XXXXX	XXXXX
Mean Scale Score	XXX.X	XXX.X	XXX.X	XXX.X
% Advanced	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %
CST Integrated/Coordinated Science 4				
Students Tested	XXXXX	XXXXX	XXXXX	XXXXX
% of Enrollment	XX.X %	XX.X %	XX.X %	
Students with Scores	XXXXX	XXXXX	XXXXX	XXXXX
Mean Scale Score	XXX.X	XXX.X	XXX.X	XXX.X
% Advanced	XX %	XX %	XX %	XX %
% Proficient	XX %	XX %	XX %	XX %
% Basic	XX %	XX %	XX %	XX %
% Below Basic	XX %	XX %	XX %	XX %
% Far Below Basic	XX %	XX %	XX %	XX %

California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing: x,xxx,xxx
 Total Number Tested: x,xxx,xxx
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: xxxxxxxxxxxxxxxxxxxx
 District Name: xxxxxxxxxxxxxxxxxxxx
 School Name: xxxxxxxxxxxxxxxxxxxx
 CDS Code: xx-xxxxx-xxxxxx

California Alternate Performance Assessment Scores - 2007

Total Number Tested in CAPA: xx,xxxx
 Percent Tested: (x,xxxx / x,xxx,xxx) x.xx %

Level I Grades

	2	3	4	5	6	7	8	9	10	11
CAPA English-Language Arts										
Students Tested	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Students with Scores	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Mean Scale Score	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
CAPA Mathematics										
Students Tested	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Students with Scores	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Mean Scale Score	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %

Level II

Level III

Level IV

Level V

Grades

Grades

Grades

Grades

2 3

4 5

6 7 8

9 10 11

CAPA English-Language Arts										
Students Tested	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx
Students with Scores	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx
Mean Scale Score	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
CAPA Mathematics										
Students Tested	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx
Students with Scores	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx	x,xxx
Mean Scale Score	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x	xx.x
% Advanced	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Proficient	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %
% Far Below Basic	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %	xx %

California Standardized Testing and Reporting (STAR)

XXXXXXXXXXXXXXXXXX County

All Students

Total Enrollment on First Day of Testing: x,xxx,xxx
 Total Number Tested: x,xxx,xxx
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: xxxxxxxxxxxxxxxxxxxx
 District Name: ----
 School Name: ----
 CDS Code: xx-00000-000000

California Alternate Performance Assessment Scores - 2007

Total Number Tested in CAPA: xx,xxx
 Percent Tested: (x,xxx,xxx / x,xxx,xxx) xx.xx %

	Level I Grades 2-11	Level II Grades 2-3	Level III Grades 4-5	Level IV Grades 6-8	Level V Grades 9-11
CAPA English-Language Arts					
Students Tested	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Students with Scores	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Mean Scale Score	xx.x	xx.x	xx.x	xx.x	xx.x
% At or Above Proficient	xx %	xx %	xx %	xx %	xx %
CAPA Mathematics					
Students Tested	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Students with Scores	xx,xxx	xx,xxx	xx,xxx	xx,xxx	xx,xxx
Mean Scale Score	xx.x	xx.x	xx.x	xx.x	xx.x
% At or Above Proficient	xx %	xx %	xx %	xx %	xx %

California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing: x,xxx,xxx
 Total Number Tested: x,xxx,xxx
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: xxxxxxxxxxxxxxxxxxxx
 District Name: xxxxxxxxxxxxxxxxxxxx
 School Name: xxxxxxxxxxxxxxxxxxxx
 CDS Code: xx-xxxxx-xxxxxx

CAT/6 Survey Test Scores - 2007

Grades

	2	3	4	5	6	7	8	9	10	11
Reported Enrollment	xxx,xxx					xxx,xxx				
CAT/6 Reading										
Students Tested	xxxxxx					xxxxxx				
Students with Scores	xxxxxx					xxxxxx				
NPR for "Avg." Student Score	xx					xx				
% Scoring Above 75th NPR	xx %					xx %				
% Scoring At Or Above 50th NPR	xx %					xx %				
% Scoring Above 25th NPR	xx %					xx %				
Mean Scale Score	xxx.x					xxx.x				
CAT/6 Language										
Students Tested	xxxxxx					xxxxxx				
Students with Scores	xxxxxx					xxxxxx				
NPR for "Avg." Student Score	xx					xx				
% Scoring Above 75th NPR	xx %					xx %				
% Scoring At Or Above 50th NPR	xx %					xx %				
% Scoring Above 25th NPR	xx %					xx %				
Mean Scale Score	xxx.x					xxx.x				
CAT/6 Mathematics										
Students Tested	xxxxxx					xxxxxx				
Students with Scores	xxxxxx					xxxxxx				
NPR for "Avg." Student Score	xx					xx				
% Scoring Above 75th NPR	xx %					xx %				
% Scoring At Or Above 50th NPR	xx %					xx %				
% Scoring Above 25th NPR	xx %					xx %				
Mean Scale Score	xxx.x					xxx.x				
CAT/6 Spelling										
Students Tested	xxxxxx					xxxxxx				
Students with Scores	xxxxxx					xxxxxx				
NPR for "Avg." Student Score	xx					xx				
% Scoring Above 75th NPR	xx %					xx %				
% Scoring At Or Above 50th NPR	xx %					xx %				
% Scoring Above 25th NPR	xx %					xx %				
Mean Scale Score	xxx.x					xxx.x				

California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing: x,xxx,xxx
 Total Number Tested: x,xxx,xxx
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: xxxxxxxxxxxxxxxxxxxx
 District Name: xxxxxxxxxxxxxxxxxxxx
 School Name: xxxxxxxxxxxxxxxxxxxx
 CDS Code: xx-xxxxx-xxxxxx

Standards-based Tests in Spanish - 2007

Grades

	2	3	4	5	6	7	8	9	10	11
Reported Enrollment	xxxxxx	xxxxxx	xxxxxx							
STS Reading-Language Arts										
Students Tested	xxxxx	xxxxx	xxxxx							
% of Enrollment	xx.x %	xx.x %	xx.x %							
Students with Scores	xxxxx	xxxxx	xxxxx							
Average % Correct	xx %	xx %	xx %							
STS Mathematics										
Students Tested	xxxxx	xxxxx	xxxxx							
% of Enrollment	xx.x %	xx.x %	xx.x %							
Students with Scores	xxxxx	xxxxx	xxxxx							
Average % Correct	xx %	xx %	xx %							

California Designated Primary Language Test (DPLT)

State of California All Students

Total Number Tested: xxxxx

County Name: xxxxxxxxxxxxxxxxxxxx

District Name: xxxxxxxxxxxxxxxxxxxx

School Name: xxxxxxxxxxxxxxxxxxxx

CDS Code: xx-xxxxx-xxxxxxx

APRENDIA 3 Test Scores - 2007

Grades

	2	3	4	5	6	7	8	9	10	11
Total Tested				xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
Reading										
Students Tested				xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
RPR for "Avg." Student Score				xx	xx	xx	xx	xx	xx	xx
% Scoring Above 75th RP				xx%	xx%	xx%	xx%	xx%	xx%	xx%
% Scoring At or Above 50th RP				xx%	xx%	xx%	xx%	xx%	xx%	xx%
% Scoring Above 25th RP				xx%	xx%	xx%	xx%	xx%	xx%	xx%
Mean Scaled Score				xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
Mathematics										
Students Tested				xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
RPR for "Avg." Student Score				xx	xx	xx	xx	xx	xx	xx
% Scoring Above 75th RP				xx%	xx%	xx%	xx%	xx%	xx%	xx%
% Scoring At or Above 50th RP				xx%	xx%	xx%	xx%	xx%	xx%	xx%
% Scoring Above 25th RP				xx%	xx%	xx%	xx%	xx%	xx%	xx%
Mean Scaled Score				xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
Language										
Students Tested				xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx	xxxxx
RPR for "Avg." Student Score				xx	xx	xx	xx	xx	xx	xx
% Scoring Above 75th RP				xx%	xx%	xx%	xx%	xx%	xx%	xx%
% Scoring At or Above 50th RP				xx%	xx%	xx%	xx%	xx%	xx%	xx%
% Scoring Above 25th RP				xx%	xx%	xx%	xx%	xx%	xx%	xx%
Mean Scaled Score				xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x	xxx.x
Spelling										
Students Tested				xxxxx	xxxxx	xxxxx	xxxxx			
RPR for "Avg." Student Score				xx	xx	xx	xx			
% Scoring Above 75th RP				xx%	xx%	xx%	xx%			
% Scoring At or Above 50th RP				xx%	xx%	xx%	xx%			
% Scoring Above 25th RP				xx%	xx%	xx%	xx%			
Mean Scaled Score				xxx.x	xxx.x	xxx.x	xxx.x			

- RP stands for Reference Percentile.
- RPR stands for Reference Percentile Rank.
- The RPR is based on the Mean Reference Normal Curve Equivalent (MRNCE) score for each group.
- In order to protect student confidentiality, an asterisk appears where scores are based on 10 or fewer students.

California Standardized Testing and Reporting (STAR)

State of California

All Students

Total Enrollment on First Day of Testing: x,xxx,xxx
 Total Number Tested: x,xxx,xxx
 Total Number Tested in Selected Subgroup: x,xxx,xxx

County Name: xxxxxxxxxxxxxxxxxxxx
 District Name: xxxxxxxxxxxxxxxxxxxx
 School Name: xxxxxxxxxxxxxxxxxxxx
 CDS Code: xx-xxxxx-xxxxxx

California Standards Test Summary Report - 2007

English-Language Arts (Grades 2-11)

Students with Scores xxxxxxxx
 % Proficient or Advanced xx.x %

History (Grades 8 and 11, and end-of-course)

Students with Scores xxxxxxxx
 % Proficient or Advanced xx.x %

Mathematics (Grades 2-7, and end-of-course)

Students with Scores xxxxxxxx
 % Proficient or Advanced xx.x %

Science CST (Grades 5, 8, and 10)

Students with Scores xxxxxxxx
 % Proficient or Advanced xx.x %

Science End-of-Course

Students with Scores xxxxxxxx
 % Proficient or Advanced xx.x %

Appendixes

A Chronology of State Testing: 1997–2007

Glossary of Terms/Acronyms

Web Site Resources

A Chronology of State Testing: 1997–2007

- | | |
|---|---|
| <p>1997</p> <ul style="list-style-type: none"> • Senate Bill 376 authorized the Standardized Testing and Reporting (STAR) Program; required testing of all students in English with a State Board of Education (SBE)-approved, nationally normed test in reading, spelling, written expression, and mathematics in grades two through eight; and in reading, writing, mathematics, history-social science, and science in grades nine through eleven; provided funding for testing to school districts; required individual student, school, school district, county, and state results • The SBE designated Stanford Achievement Test, Ninth Edition (Stanford 9) for use in STAR Program • Assembly Bill 748 authorized development of English Language Development (ELD) Standards and the California English Language Development Test (CELDT) for students whose primary language is other than English <p>1998</p> <ul style="list-style-type: none"> • Stanford 9 administered <p>1999</p> <ul style="list-style-type: none"> • California Standards Tests (CSTs) in English-language arts and mathematics added to the STAR Program to address state content standards; designated primary language test in Spanish (Spanish Assessment of Basic Education, Second Edition [SABE/2]) added for limited English proficient (LEP) students • Development of the California High School Exit Examination (CAHSEE) authorized by Senate Bill 2X • The SBE adopted ELD Standards • Senate Bill 638 passed to authorize the assessment of English learners | <p>2000</p> <ul style="list-style-type: none"> • California Reading List Number added to reports of STAR Program results • CELDT annual testing window established by the SBE and the State Superintendent of Public Instruction • The SBE adopted CAHSEE blueprints <p>2001</p> <ul style="list-style-type: none"> • CSTs in history-social science and science for grades nine through eleven and CST in writing for grades four and seven added to the STAR Program • Performance levels designated for CST in English-language arts • First administration of the CAHSEE given to grade nine students in the Class of 2004 • First administration of the CELDT • Passing scores designated for CAHSEE in English-language arts and mathematics • CELDT cut scores adopted by the SBE for five proficiency levels: beginning, early intermediate, intermediate, early advanced, advanced <p>2002</p> <ul style="list-style-type: none"> • Assembly Bill 1609 removed the option for grade nine students to take the CAHSEE • STAR Program reports redesigned to focus on CST results • Performance levels designated for CSTs in mathematics, history-social science, and science • STAR Program reauthorized for 2003–05 • CELDT blueprint redesigned, reducing testing time |
|---|---|

2003	<ul style="list-style-type: none"> • CST in history-social science at grade nine moved to grade eight • Norm-referenced test for the STAR Program changed from Stanford 9 to California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) • California Alternate Performance Assessment (CAPA) added to the STAR Program to assess students with significant cognitive disabilities • CAHSEE graduation requirement postponed to 2006 	2005	<ul style="list-style-type: none"> • CSTs in science field-tested for grades eight and ten to meet NCLB requirements • CAPA science tasks field-tested for grades five, eight, and ten • Senate Bill 964 study conducted to assess options and provide recommendations for alternatives to CAHSEE for students with disabilities—no feasible alternatives were identified • Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) designated as the primary language test to replace the SABE/2
2004	<ul style="list-style-type: none"> • Grade five science CST added to the STAR Program • California State University system augmented grade eleven ELA, Algebra II, and Summative High School Mathematics CSTs to produce information about students' readiness for college • The SBE authorized development of science tests in grades eight and ten to meet requirements of No Child Left Behind (NCLB) Act of 2001 • Senate Bill 1448 passed to reauthorize the STAR Program • The SBE approved revisions to the CAHSEE blueprints • First administration of the CAHSEE given to students in the Class of 2006 • Listening and speaking sections of the CELDT revised to improve reliability and validity • The SBE adopted regulations allowing the use of specified CST scores to qualify for the Golden State Seal Merit Diploma 	2006	<ul style="list-style-type: none"> • CSTs in science added to grades eight and ten • Aprenda 3 administered • A comprehensive score for listening and reading with separate listening and speaking scores added to CELDT results; a common scale across grades implemented; cut scores for proficiency levels updated • Students in the Class of 2006 are the first required to satisfy the CAHSEE requirement as a condition of graduation • The SBE approved new CAPA blueprints
		2007	<ul style="list-style-type: none"> • Standards-based Tests in Spanish (STS) administered in grades two, three, and four, replacing Aprenda 3 for those grades

Glossary of Terms/Acronyms

Academic Performance Index (API)

The API is a state requirement under the Public Schools Accountability Act (PSAA) of 1999. The API is a single number that ranges from 200 to 1000 and indicates how well a school performed academically the previous year. A complete explanation of all API criteria is available on the CDE Web site.

Accommodations

Accommodations are variations in the administration of an assessment. Accommodations include variations in scheduling, setting, timing, response mode, presentation format, and others. The term accommodation commonly refers to changes that do not alter in any significant way what the test measures or the comparability of scores. Accommodations are identified in the student's individualized education program (IEP) or Section 504 Plan and should be used regularly during instruction and classroom assessments. A complete list of allowable accommodations is included in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the CDE Web site.

Adequately Yearly Progress (AYP)

AYP is a requirement under the federal No Child Left Behind (NCLB) Act of 2001. Under the NCLB criteria, schools and local educational agencies (i.e., school districts and county offices of education) must annually meet or exceed specified criteria in order to make AYP. A complete explanation of all AYP criteria is available on the CDE Web site.

Apr enda: La prueba de logros en español, Tercera edición (Apr enda 3)

The Apr enda 3 is a norm-referenced achievement test series in Spanish for Spanish-speaking English learners. The series measures the achievement of general academic knowledge in reading, language, spelling, and mathematics in Spanish. The scores reported compare each student's score to the scores of a national sample of Spanish-speaking English learners.

Average Percent Correct

The average percent of correct answers for each test and grade.

Blueprints

The blueprints outline the specific content standards tested and the number of questions included for each grade and subject or end-of-course California Standards Test (CST).

California Alternate Performance Assessment (CAPA)

The California Alternate Performance Assessment, or the CAPA, is a performance assessment for students with significant cognitive disabilities whose individualized education program (IEP) indicates their participation in the STAR Program by taking the CAPA.

California Standards Tests (CSTs)

The CSTs are the primary component of the Standardized Testing and Reporting (STAR) Program. These tests were developed exclusively for California's public schools to determine how well students are achieving state-adopted content standards in English-language arts, mathematics, history-social science, and science.

California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)

The CAT/6 Survey, administered in grades three and seven only, are a series of nationally norm-referenced tests that measure the achievement of general academic knowledge and provide national comparisons.

Content Standards

Adopted by the State Board of Education (SBE), state content standards are statements that describe what all students in California public schools should know and be able to do in particular subjects or courses and grades. These standards define for administrators, teachers, parents, guardians, students, and the community what is expected for all students.

Mean Scale Score

A mean scale score is the arithmetic mean or average of the scale scores for all students who took the CSTs, CAT/6 Survey, or Aprenda 3 without modifications. A mean scale score reported for the California Alternate Performance Assessment (CAPA) is the arithmetic mean or average of the scale scores for all students who took the CAPA at the relevant grade or CAPA level.

Modifications

A modification is a change to the testing conditions, procedures, and/or formatting; therefore, the results are counted differently for accountability and reporting purposes. A complete list of modifications on the state

assessments is included in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the CDE Web site.

National Percentile Rank (NPR)

A national percentile rank is the percentage of students in a national sample in the same grade and tested at a comparable time of the school year, whose scores fall below the score for a given student. For example, if a student scores at the 60th NPR on the CAT/6 Survey reading test, this means that the student scored as well as or better than 60 percent of the students in the national sample (norm group).

Norm-Referenced Test (NRT)

An NRT is a test in which individual student or group performance is compared to that of a larger group. Usually the larger group (norm group) is a national sample representing a wide and diverse cross-section of students. The CAT/6 Survey and Aprenda 3 are NRTs.

Performance Levels

Performance levels are ranges of scores in which students have demonstrated sufficient knowledge and skills to be regarded as performing at a particular achievement level. California has identified five performance levels for reporting individual student and group results of the CSTs and the CAPA: advanced, proficient, basic, below basic, and far below basic. The SBE set proficient as the target performance level for all California students on the CSTs and CAPA.

Reference Group Percentile Rank (RPR)

RPR is a reference group percentile rank that is similar to a national percentile rank. Where an NPR compares student achievement to a sample of students selected to represent the nation as a whole, an RPR is used to compare student achievement to a specific reference group. The Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3) series uses RPRs that compare each student's scores to the scores of a reference group of Spanish-speaking students in bilingual classes.

Released Test Questions (RTQs)

RTQs are selected questions taken from prior administrations (2003–2006) of the CSTs in English-language arts, mathematics, science, and history-social science. These questions cover a selection of content standards, demonstrate a range of difficulties, and represent a variety of ways content standards can be assessed. Since RTQs are released to the public, they will not appear on future CSTs.

Scale Score

The number or percent of questions that students must answer to score at each performance level may change slightly from year to year due to differences in the difficulty levels of the standards-based tests (i.e., CSTs, and CAPA). Scale scores are used to adjust for these changes and to equate the tests between years. The scale scores for the CSTs range between 150 (low) and 600 (high). The CAPA scale scores range between 15 (low) to 60 (high). These scale score ranges do not change from year to year.

Scoring Rubric

Scoring rubrics are guidelines that are used to score the student work written in response to the writing tasks that are part of the CST in English-language arts in grades four and seven. The criteria in the rubrics address state writing strategies, writing applications, and written conventions standards that are part of the California English-language arts content standards. Readers use the rubrics to assign a score from 4 (high) to 1 (low) to each student's written response. The score is then doubled and combined with the results of the multiple-choice questions to produce an overall English-language arts score and performance level.

Standards-based Assessments

Standards-based assessments are developed to be aligned with specific content standards. Results on standards-based assessments are reported based on clearly defined performance categories or levels. Since the interpretation of performance is relative to a criterion or cut score (i.e., a scale score of 350 defines the lower range of proficient), such standards-based assessments support criterion-referenced interpretations. The CSTs and CAPA are standards-based assessments.

Standards-based Tests in Spanish (STS)

The Standards-based Tests in Spanish (STS) are achievement tests in Spanish, developed exclusively for California's Spanish-speaking English learners. The STS are designed to assess the academic knowledge of these students with respect to California content standards in reading-language arts and mathematics.

Standardized Testing and Reporting (STAR) Program

First authorized by law in 1997, the STAR Program is administered annually to measure how well California public school students in grades two through eleven are learning the knowledge and skills of the state-adopted content

standards for English-language arts, mathematics, history-social science, and science. The STAR Program for 2007 had five components:

- California Standards Tests (CSTs)
- California Alternate Performance Assessment (CAPA)
- California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)
- Standards-based Tests in Spanish (STS)
- Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)

Subgroup

A subgroup is a well-defined group of students. For example, the federal No Child Left Behind (NCLB) Act of 2001 identifies specific subgroups of students who must achieve adequate yearly progress. These identified subgroups are race or ethnicity, students with disabilities, limited English proficient, and socioeconomically disadvantaged.

Writing Prompt

A writing prompt is a task that a student is to complete. The prompt includes all pertinent information the student needs to write a response. Writing prompts are included with the CSTs in English-language arts for grades four and seven. Each of these tests includes one writing prompt.

Web Site Resources

Academic Performance Index (API)

<http://www.cde.ca.gov/ta/ac/ap/index.asp>

Adequately Yearly Progress (AYP)

<http://www.cde.ca.gov/ta/ac/ay/index.asp>

California Standards Tests (CSTs)

<http://www.cde.ca.gov/ta/tg/sr/>

CST Blueprints

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

CST in Writing

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

Content Standards

<http://www.cde.ca.gov/be/st/ss/>

***Matrix of Test Variations, Accommodations, and Modifications
for Administration of California Statewide Assessments***

<http://www.cde.ca.gov/ta/tg/sr/>

CST Released Test Questions (2003–2006)

<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

Standardized Testing and Reporting (STAR) Program

<http://www.cde.ca.gov/ta/tg/sr/>

2007 STAR Program Internet Summary Reports

<http://star.cde.ca.gov>

2007 STAR Program Summary Results Research Files

<http://star.cde.ca.gov>

DataQuest Parents Reference Page

<http://dq.cde.ca.gov/dataquest/DQP.htm>